

REPORT FROM MASA ON ASSESSMENT**STATUTORY AUTHORITY:**

Sections 161.092 and 162.081, RSMo

☐Consent
Item☐Action
Item☒Report
Item**DEPARTMENT GOAL NO. 1:**

All Missouri students will graduate college and career ready.

SUMMARY:

The Missouri Association of School Administrators commissioned an Accreditation and Assessment Task Force for the purpose of providing recommendations for Missouri's assessment and accountability systems. This statewide task force has been working for the last year. Their work includes a broad-based survey of national practices, a state specific study in New Hampshire, and surveys and studies within Missouri. The task force will present their findings and recommendations for state assessments.

PRESENTERS:

Mike Fulton, Superintendent, Pattonville School District; Jenny Ulrich, Lonedell School District; and Matt Goodman, Education Plus; Chris Neale, Assistant Commissioner, Office of Quality Schools; and Blaine Henningsen, Assistant Commissioner, Office of College and Career Readiness, will assist in the presentation and discussion of this agenda item.

SHOW-ME TASK FORCE ON ACCREDITATION AND ASSESSMENT REPORT

MISSOURI ASSOCIATION OF SCHOOL ADMINISTRATORS

June 14, 2016

Task Force Members

Co-Chairs: John Jungmann, Springfield
Mike Fulton, Pattonville (STL)

Southeast: Chris Wilson, Kennett
Ken Cook, Malden

Southwest: Kent Medlin, Willard
Doug Hayter, Branson

Northwest: Aerin O'Dell, Orrick
Paul Mensching, E Buchanan

Northeast: Jim Masters, Monroe City
Andy Turgeon, Knox County

South Central: Jenny Ulrich, Lonedell
Aaron Zalis, Rolla

West Central: Scott Downing, Warsaw
Mary Beth Scherer, Concordia

Greater KC Dale Herl, Independence
Allan Markley, Raytown
Jeremy Tucker, Liberty
Ralph Teran, Grandview
Dennis Carpenter, Hickman
Mills

Greater STL:
Keith Marty, Parkway
Sarah Riss, Webster Groves
Pam Sloan, Francis Howell
Paul Zeigler, Northwest
Joylynn Pruitt, University

City

MASA: Roger Kurtz
Mike Lodewegen
David Luther

Wisdom: Bob Bartman
Chris Straub

DESE: Chris Neale
Blaine Henningsen

Cooperatives:
Don Senti, Education Plus
Gayden Carruth, CSD KC
Jim Horton, SW Center
Dennis Cooper, Ozarks



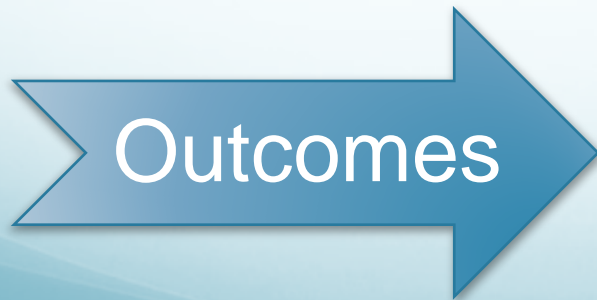
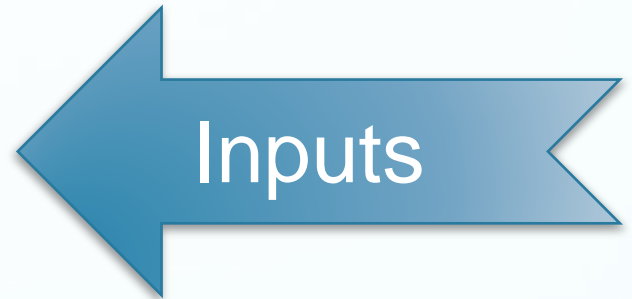
Task Force Charge

Goal: *Identify and recommend to the Missouri Commissioner of Education a plan for accreditation and assessment that emphasizes:*

- local control;
- continuous improvement;
- individual student growth with continued attention to subgroup achievement;
- right test, right time;
- adaptability (flexible enough to meet current and future federal/state guidelines);
- clarity of purpose (can be explained by a third grader to an adult audience); and
- achieving Top 10 state status one student at a time.

RECOMMENDATIONS - MSIP 6

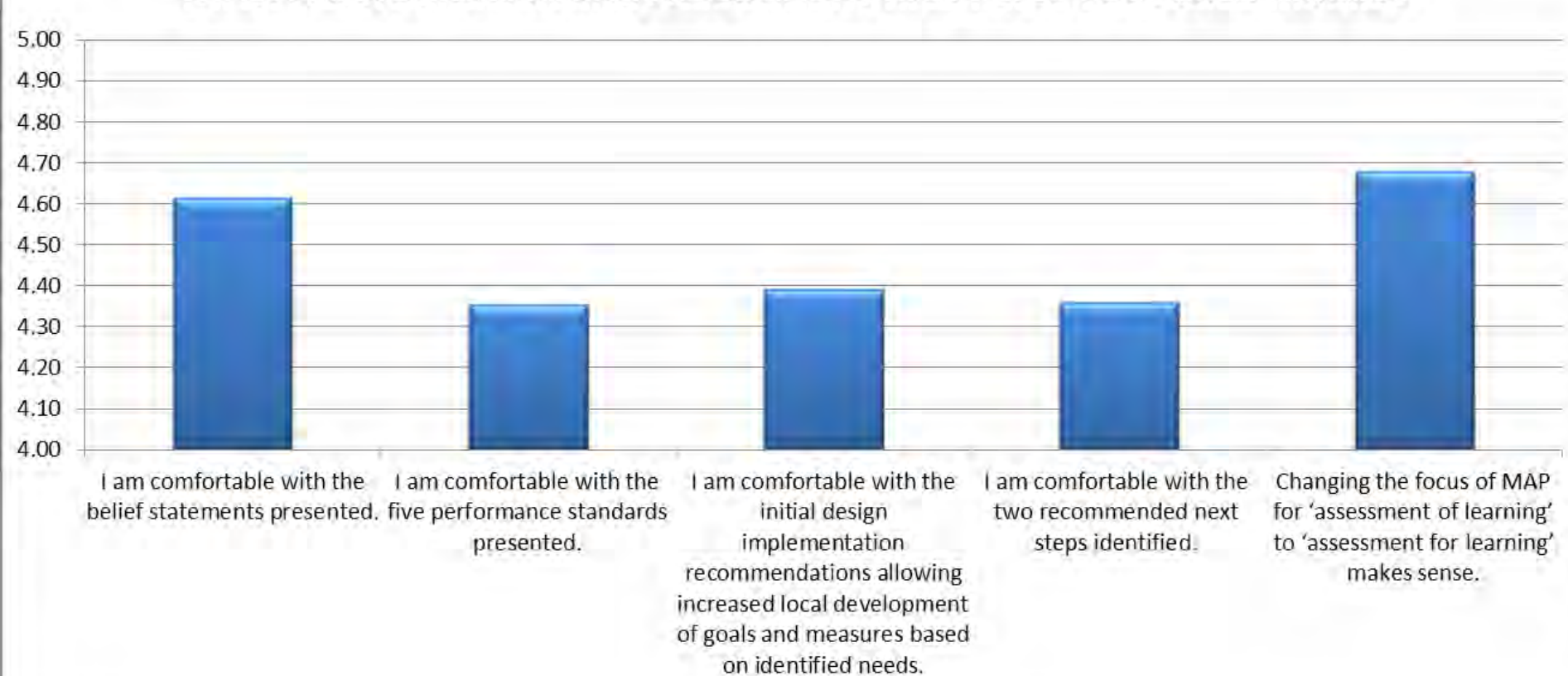
- School Climate and Culture
- Effective Instructional Staff and Instructional Practice
- Stable and Effective Leadership and Governance



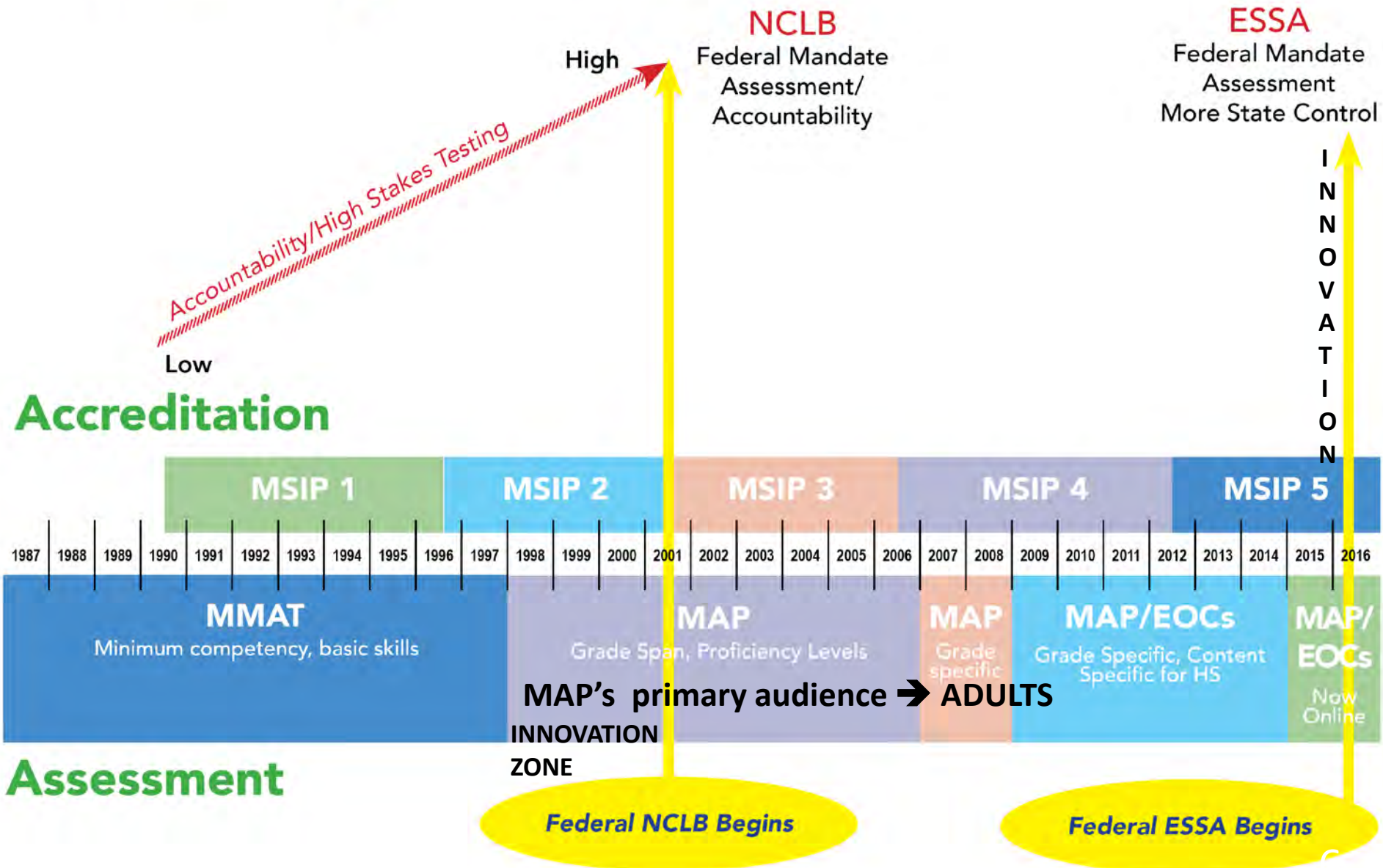
- **Academic Achievement**
- **Success Ready Graduates**

Superintendents Support Change

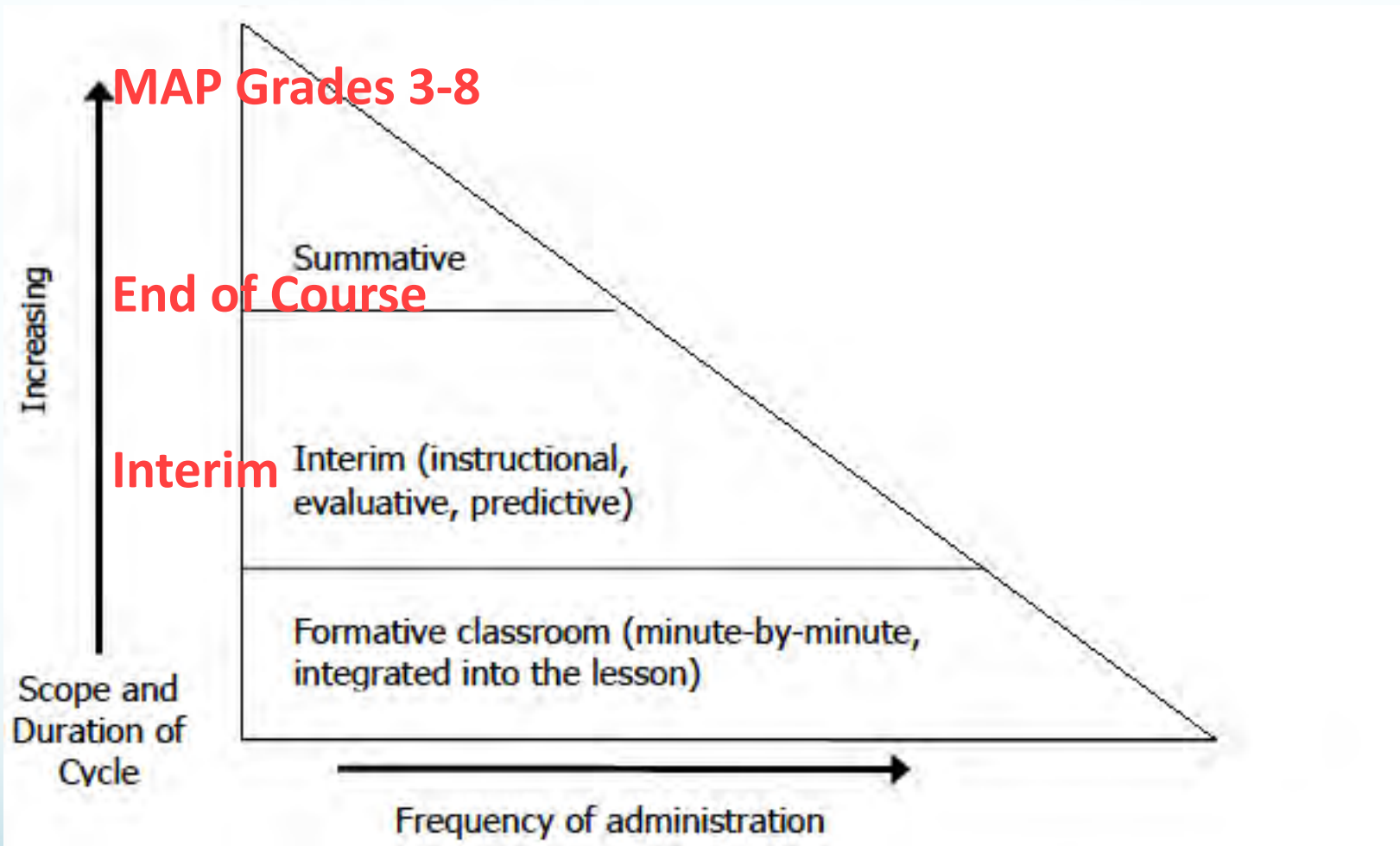
MASA Accreditation and Assessment Task Force Feedback Indexes



Honoring the Past



Tiers of Assessment



Source: A Framework for Considering Interim Assessments; Marianne Perie, Scott Marion, Gong National Center for the Improvement of Educational Assessment Feb 13, 2007

Current Reality

MAP Grades 3-8

- *Adults primary audience*
- *Fuzzy, moving target*



End of Course Exams

- *Students primary audience*
- *Clear, fixed target*



Better Reality

MAP Grades 3-8 (EOC-like)

Student is first audience



Clear, fixed learning targets

Timely, meaningful feedback

Multiple administration windows
within a school year

Adaptive format measures growth
over time toward high school
course content readiness

In the students' words ...

https://youtu.be/3_Olp5bmdJw

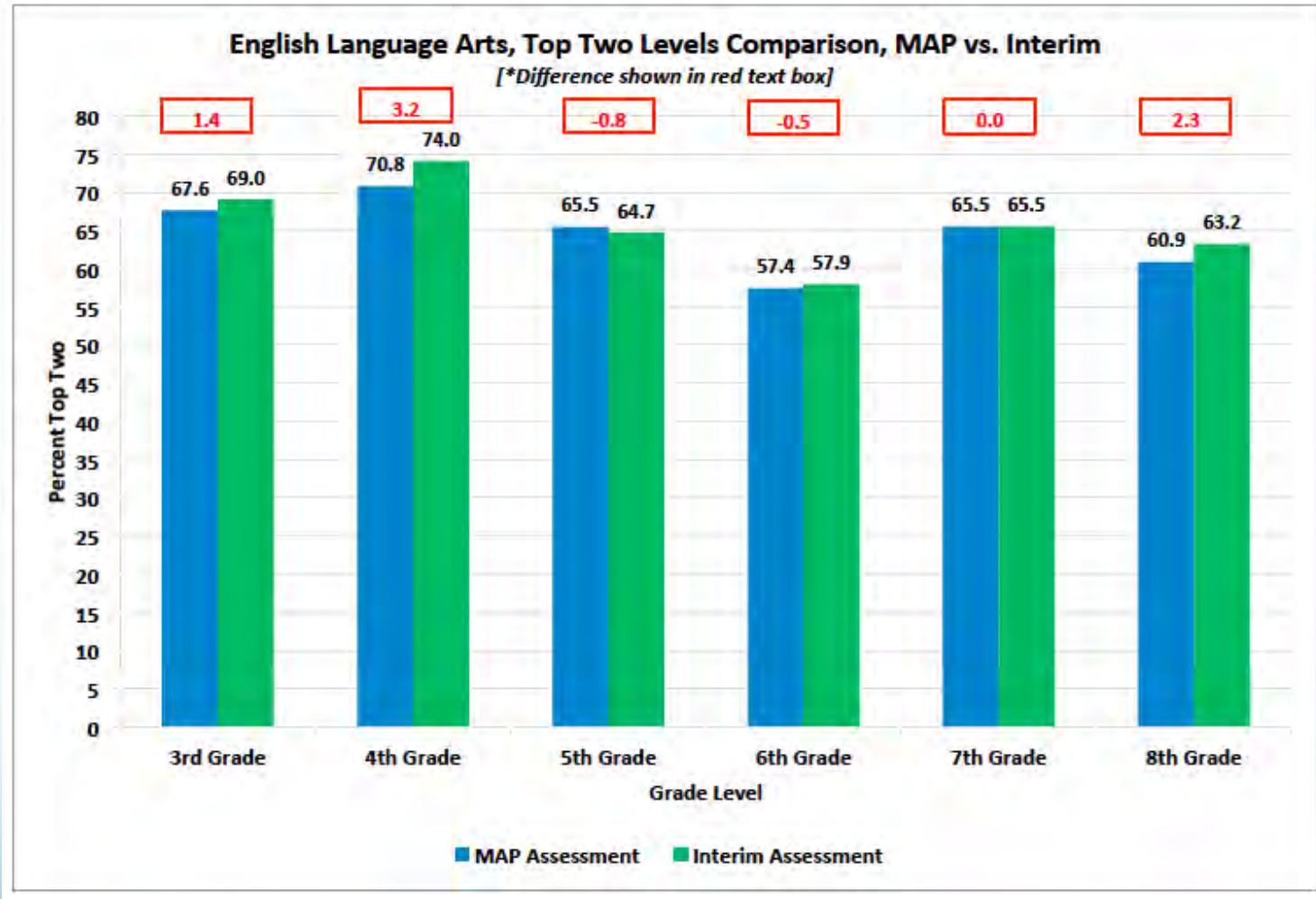


Interim Assessments and MAP

- Research Question, “How well do interim assessments predict performance on the MAP?”
- From a Fall 2015 survey, the Assessment Subcommittee identified five interim assessments to study
 - (Acuity Readiness/Acuity Readiness-Adaptive, eValueate, iReady, NWEA-MAP, Star)
- 24 districts provided data for the study

Sample ELA Interim Assessment Outcome

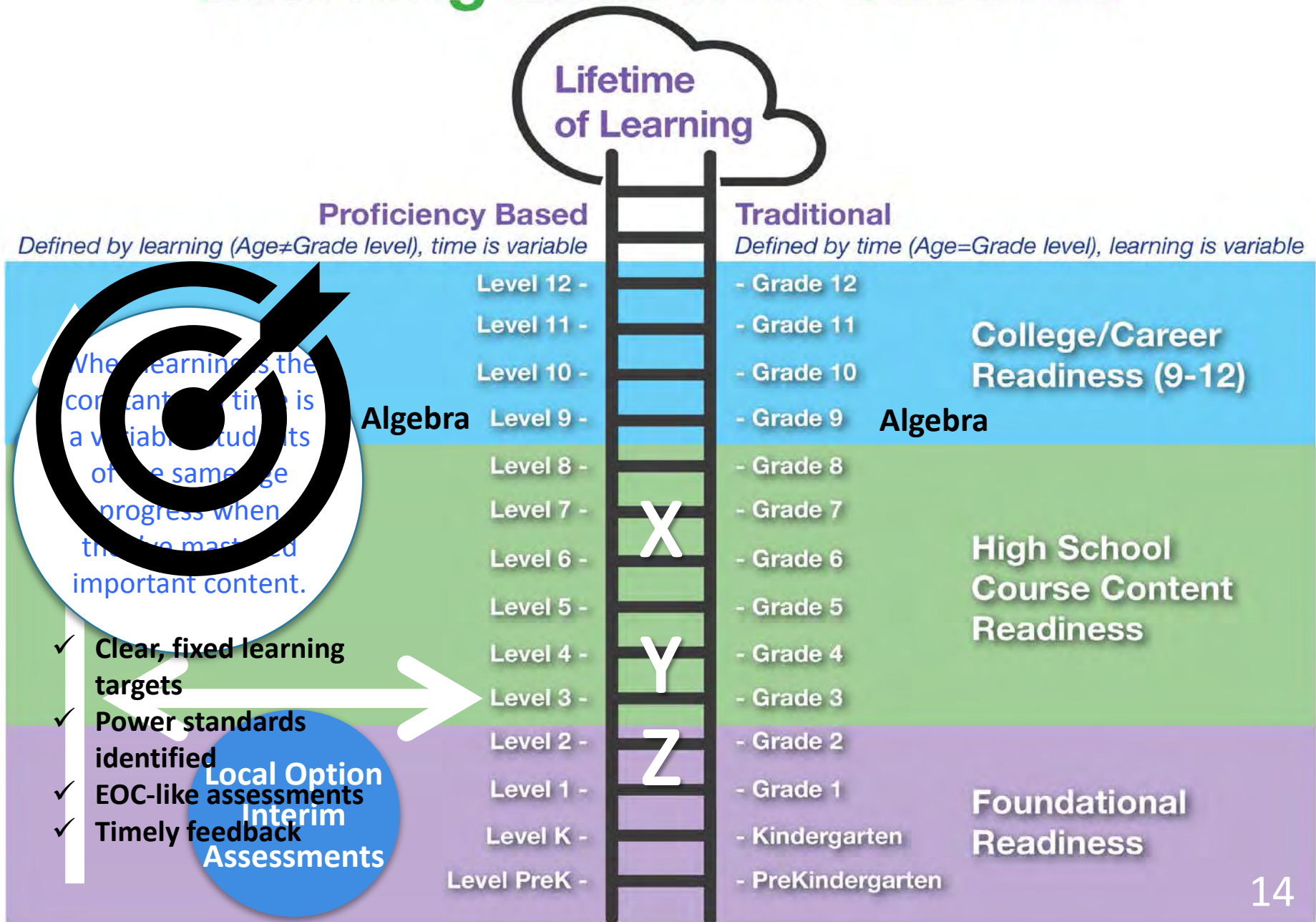
Comparing Percent Top Two (Proficient/Advanced) on MAP Vs. Predicted by interim



Why is changing MAP important?

- Students need timely, meaningful feedback that supports goal setting and tracking progress toward high school course content readiness.
- Educators need timely, meaningful data in order to use time, structure and teaching strategies in ways that lead to student mastery of important competencies.
- Communities need honest feedback and fair reporting, recognizing that in our reporting processes:
 - Family income/poverty impact the child;
 - Mobility/stability impact the child; and
 - Community resources (investment) impact the child.

Learning Ladder of Success



Recommendation 1

Next Generation MAP Grades 3-8

Begins Fall 2017

Qualities

- Student as first and most important audience with immediate, meaningful feedback to the learner
- EOC-like
- Measures growth toward high school course content readiness

A third grader should be able to explain how MAP informs them where they are as a learner and, along with formative assessment, support them in setting personal learning goals



Recommendation 1 Continued

Next Generation MAP Grades 3-8

Begins Fall 2017

Design

- **Adaptive** with *embedded power standards* to provide clear fixed learning targets
- **Multiple Administration Opportunities within Year**
- **Achievable** grade level competency
- **Learning Level Progression** accurately reflecting a student's starting point in the accountability process
- **MOSIS** captures learning progression by ELA, Math, Science allowing students to test when formative data say they are ready

Recommendation 2

MSIP 6 Innovation Pilot 2016-2017

- Apply for federal pilot to support innovative state assessments.
- 2016-2017 - Allow up to 10% of Missouri districts to be “waiver” districts in 2016-17 and pilot new assessment approaches linked to MSIP 6 student success standards. Research from this process will inform continued modification to MAP and MSIP 6. The districts will:
 - ✓ Represent every DESE region;
 - ✓ Support federal assessment innovation pilot process;
 - ✓ Align local policy with practice;
 - ✓ Test drive next generation MSIP 6 standards for student success measures; and
 - ✓ Participate in and collaborate with other districts on research to determine effectiveness of pilot.

Overview

MSIP 6 Pilot Districts

Help create:

- ✓ Multiple-measures approach to accreditation for student achievement and success-ready graduates (e.g., MAP, EOCs, interim assessment, local performance tasks, extended learning opportunities, etc.)
- ✓ Metrics for input categories and peer review process (school climate/culture; effective instructional staff and practice; stable and effective leadership and governance)
- ✓ Next-generation accreditation reporting

All Districts

- Federal Accountability –
 - ✓ MAP grade-level assessments 3-8, high school assessment (EOCs)
 - ✓ Disaggregated data by student group
 - ✓ Graduation rate (4-year)
- Variance allowed if Missouri awarded federal innovation grant
- Customized support from DESE for 5% lowest performing districts in state per ESSA requirements

MSIP 5 Districts

- Academic Achievement (MAP 3-8, EOCs)
- Subgroup Achievement (MAP 3-8, EOCs for African American, Hispanic, ELL, Free/reduced lunch, IEP)
- College/Career Readiness (ACT, AP, post-secondary placement, etc.)
- Attendance (90% attending 90% of the time)
- Graduation Rate (4-7 year)

Recommendation 2

MSIP 6 Innovation Pilot 2016-2017

- Multiple-measures approach
 - ✓ Use formative and interim assessment for learning strategies that hold promise to meet federal accountability guidelines
 - ✓ Measure student growth toward high school course content readiness
 - ✓ Use growth measures to demonstrate improvement across disaggregated groups with individual learning plans for students whose learning level is different than that typically associated with their age. Growth rates are primary score reported to the public.
 - ✓ MAP – 3rd grade baseline, 5th grade to benchmark learning level progression and 8th grade for status
 - ✓ District assessments for learning that are valid and reliable measures of growth predictive of learning level mastery. Assessment validity and reliability requires third party verification.



Questions?